

**SAMARQAND DAVLAT CHET TILLAR
INSTITUTI**

IGLIZ TILI FAKULTETI

4 BOSQICH 11 O'ZBEK GURUHI TALABASI

HAMIDOVA PARVINANING

**“THE ROLES OF ENGLISH
TEACHER”**

MAVZUSIDA YOZGAN

KURS ISHI

Tekshirdi: Kholmurodova Dilnoza

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Materials selection.

Materials selection, adaptation, or writing is an important area in ESP teaching, representing a practical result of effective course development and providing students with materials that will equip them with the knowledge they will need in their future business life.

One of the most important issues regarding ESP materials selection and writing is whether the materials selected should be solely or primarily subject specific and what the most appropriate ratio of general materials to subject-specific materials is.

General materials focus on one's general ability to communicate more effectively, while subject-specific materials focus on a particular job or industry. When carefully selected, both general and subject-specific materials will equip the students with the necessary skills and knowledge, but subject-specific.

Consequently, English for Specific Purposes learners will very often feel more affinity for materials that they find relevant to their area of specialism. The use of subject-specific textbooks is also more in line with the realization that students are individuals with different needs, styles, and interests and with some central traits of cognitive theory, which are the following:

- It focuses on purposeful learning;
- The learner is seen as an active processor of information;
- Learning is the process by which the learner tries to make sense of the information by imposing a meaningful interpretation or pattern on it;
- One of the basic teaching techniques is problem-solving;
- Recently it has been associated with a focus on deliberate acquisition of a language as a logical system;
- The importance of carefully selected rules, which can provide an important shortcut in learning process.

Another important issue regarding materials is that they should be used as sources: "The fact that materials need to be used as sources rather than as pre-constructed courses should not be regarded as a weakness of task-based teaching; it can in fact be a strength for any form of teaching".

The choice of materials has a major impact on what happens in the course. This impact is demonstrated on the following three levels:

- It “determines what kind of language the learners will be exposed to and, as a consequence, the substance of what they will learn in terms of vocabulary, structures, and functions”;
- It “has implications for the methods and techniques by which the learners will learn”;
- Last but not least, “the subject of or content of the materials is an essential component of the package from the point of view of relevance and motivation”.

The selection of ESP materials should thus above all depend on the needs of the learners in relation to their future or present jobs: that is, materials should focus on the appropriate topics and include “tasks and activities that practice the target skills areas”.

These materials should also relate closely to the learners’ specific skills and content needs, which is an important precondition for full exploitation of the materials as well as the learners’ motivation.

HOW TO ARM YOUR STUDENTS:

A CONSIDERATION OF TWO APPROACHES TO PROVIDING MATERIALS FOR ESP

Criticism of ESP materials is in general restricted to the adequacy with which they meet certain theoretical postulates and to discussion of the postulates themselves. To our knowledge relatively little has been done in the way of surveying the output, so to speak, of the materials, that is, the kind and relevance of the language practice they engender in the classroom.

This is perhaps the more surprising since the ultimate touchstone of any materials must be the pragmatic one of the amount and quality of the learning they stimulate.

The specialized nature of classroom discourse is becoming well-documented. For example, suggests that language in the EFL classroom operates on three levels: met a linguistically, as the means of instruction; pedagogically, as the content of instruction; communicatively, as a general means of communication. Other observers have made similar distinctions.

This implies that the gap between classroom discourse (in any normal classroom) and the target discourse of the learning objective is perhaps surprisingly wide. We confirmed this hypothesis in our own case through a short study based on transcripts of classes in EST and which revealed that not only did the kind of discourse generated bear little obvious relation to communicative-uses or language in scientific situations but even arguably differed from the teacher's perceptions of the kind of discourse that was generated.

ESP materials are designed as teaching materials and their centrality in the teaching situation consequently tends to reinforce the peculiarities of classroom discourse.

This is not necessarily an insuperable criticism: it entails the necessity of creating the conditions for activities which encourage the student to transfer the language taught in the classroom to use in communicative situations.

Problems in ESP materials design.

The philosophy of materials designed for teaching purposes, however, inhibits the development of such activities. One typical illustration of this is the control of syntax and lexis that is exercised over specially written reading passages.

It is difficult any longer to accept such simplification as an adequate basis for control of written discourse; it is only one element and arguably not the most important.

The current concern with the rhetoric of written discourse has clarified linguistic features peculiar to texts such as the devices used to secure cohesion on the one hand and the organization of the information content, the management of coherence, on the other.

Unless these aspects of text are accorded at least equal attention in the process of writing teaching texts to that given to the traditional criteria, the information structure of the text is correspondingly distorted and thus the adapted texts cannot be viewed as a helpful stage towards dealing with authentic materials and this distortion renders the adapted text potentially more rather than less difficult to comprehend.

It is clear, however, that achieving a simplification procedure which allows for these considerations is less than straightforward.

A further problematic area is whether the material provided by the course can be exploited in the way a specialist would use authentic materials; whether, for example, the operations performed by the student on text and diagrams correspond to the use a scientist would make of them.

This is one aspect of the wider problem of providing students with an adequate introduction to the language skills involved in studying in English. It has become clear that in the teaching of language for academic purposes, it is insufficient to develop materials which aim to introduce the student only to the linguistic features.

These are salient in a particular field of discourse without paying attention to the strategies required by the student which justify the study of those features in the first place. It has rarely been the case hitherto that teaching materials attach sufficient importance to the aspect of specialist language.

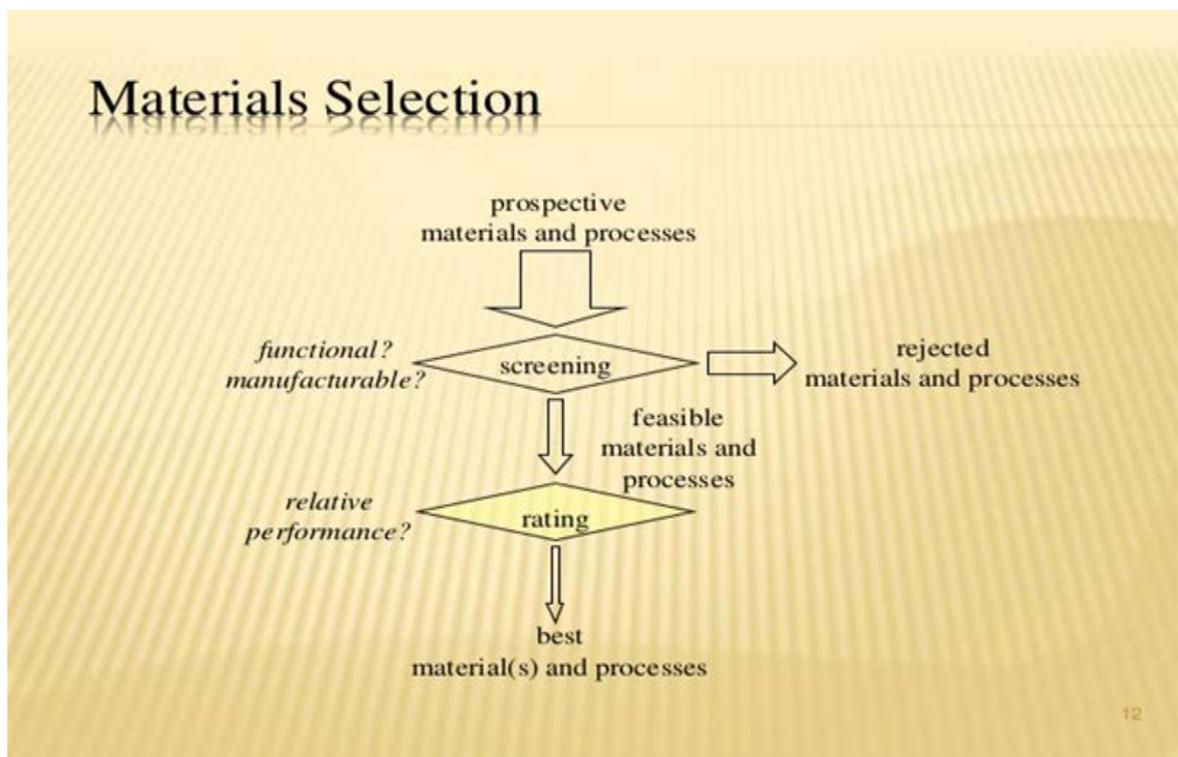
Related to this point is the disparity that can arise in ESP between the demands of materials designed with a pedagogic objective and the requirements of the subject matter.

The original purpose of the materials, which is to equip the students to deal with authentic examples of specialist discourse, can be negated if, in the process, fidelity to the subject matter is not maintained. The result of such

inaccuracy or over simplification is often highly counter-productive; the credibility gap yawns.

A final point regarding the use of specially written materials is that of the techniques employed for student assessment. Given the powerful structuring provided by such materials, testing is normally conducted within the terms of the course.

Such assessment is thus open to precisely the same criticisms as the course design; it tells us less about the student's communicative ability than about the extent to which the student has assimilated and can reproduce the course content.



Authentic materials.

It is with such considerations in mind that we approach the specification of ESP courses at the Centre for English Studies. These generally raise the problem of catering for groups of mixed and very specific interests and varying levels of attainment.

Moreover, the time available for finding a solution is more often than not, strictly limited. These factors lead us to question the practicability of preparing specialized teaching material to a high standard when one is dealing with a diversified demand often on a 'one-off' basis at very short notice.

In ESP situations where such a solution is attempted experience has shown that either the time and manpower involved can quickly become costly out of all proportion to the economic viability of the course or the quality of the materials suffers.

Yet in an effort to avoid the latter, institutions continue to suppose that the first alternative is the only solution. Even were it always possible to adopt this solution, however, and it is of course very unrepresentative of the average ESP situation which is the need to meet an immediate demand with existing resources, it is, as we have seen, questionable whether the expenditure of time, effort and finance is justified by the end product.

We see one possible solution to the problem of providing specialist materials in different disciplines in a manner which is both practical and which avoids most of the theoretical criticisms at specially prepared materials in the exploitation of authentic documents from the student's field of study.

The absence of conventional selection and grading naturally entails a fresh look at the ways in which materials and the organization of the classroom are structured.

Nevertheless, there are two fairly obvious ways in which a degree of control over the content of authentic materials can be exercised.

Firstly they can be graded in terms of *accessibility*. One would want to take into account the absolute length of the passage, the density of new information and the presence of supportive graphic features.

In addition it is not difficult to establish a cline of accessibility depending upon the sophistication of the information content, although caution needs to be exercised in accepting the relative simplicity of the popularized account, for example, which is frequently achieved at the expense of introducing an unrepresentative register of discourse.

Secondly it is possible to remove the forms of control from the materials themselves to the task complexity demanded of the student and for which the material acts as a stimulus. It does not always follow that because an authentic

written text is being exploited that the objective of all lessons is necessarily reading comprehension. Indeed it must be accepted that total comprehension has often to be abandoned as a lesson aim.

Moreover, the traditional classroom approach aimed at predicting the language the student needs to learn and allowing him the smallest possible margin of error in its acquisition is unlikely to hold good when using authentic materials, which, for the student, represent very much of a confrontation with the language.

Consequently an approach which accepts the inevitability of error and aims at its progressive elimination as successively more accurate hypotheses are tested out against the evidence of the materials seems to be more appropriate.

Two Methodologies for ARMS (Authentic Resource Materials)

There seem to be two major ways of approaching an authentic text for use in the classroom. On the one hand it can be viewed as a repository of natural language use and on the other it can be seen as the stimulus for a variety of communication skills.

The former is concerned with explicating the text, the latter with developing skill transfers of the type involved in, for example, note taking. The former deals with information extraction, the latter with its application; both approaches therefore are relevant.

1. Natural language use.

Authentic materials lend themselves admirably to procedures involving the induction of grammatical rules which can be tested against other occurrences in the text and generalized to create new formations. The criterion for selection of the text is thus

- (a) the relevance of the subject matter;
- (b) the importance of the language points.

A less rigidly structured approach to the use of authentic materials for the teaching of grammar would be to adopt the cloze technique. There is no reason why the technique should not be applied to authentic discourse, indeed, it is arguably most appropriately applied to natural samples of language use.

The rich context that is thereby provided furnishes a maximum of contextual clues to interpretation. Such an approach, illustrated in example 3, has two distinct advantages.

Firstly it provides practice in inductive techniques for the interpretation of authentic discourse which are of vital importance for the student to acquire if he is to achieve autonomy in handling the language and in his own language learning.

Secondly, the representative sample of language points covered by cloze procedure will ensure that problems of real difficulty to the student will be identified; the cloze passage can act diagnostically and provide the input to straightforward language improvement sessions.

In effect the student selects his own personalized syllabus, a technique which is virtually impossible when using specially written pedagogic materials since they tend to be based upon a predicted item selection and sequence.

There always remains the possibility, however, that the unrestricted nature of the linguistic content will lead to immediate difficulties in the classroom. There is no reason why this eventuality should prove disruptive; there are several options open to the teacher.

The simplest is to ignore the problem accepting, as mentioned earlier, that total comprehension is an unrealistic initial objective. We have found that our students are prepared to accept this limitation provided it is explained to them.

The converse is to teach the point in question; although this may have the disadvantage of deviating from the teacher's preconceptions regarding his lesson, it is acceptable in an approach based upon the progressive elimination of error through a syllabus determined by the student himself.

Finally, the difficulty can be positively exploited as an exercise in linguistic problem solving. There is a more serious difficulty, however, to be faced. The adoption of a grammatical focus in this manner, whilst it is significantly different in technique from traditional approaches, has no implications for the authenticity of the discourse generated in the classroom.

In other words, this use of ARMS may not overcome the problems mentioned at the beginning of this paper as inherent to the discourse generated by materials developed solely for teaching purposes.

Authentic materials can only stimulate more realistic classroom discourse if a task-orientated methodology is adopted; this brings us to the second approach to the exploitation of ARMS, their use as a stimulus for the acquisition of language skills.

2. Language skills.

It could well prove that the major difference between traditional approaches to language learning and the approach loosely characterized as ESP in so far as the latter does represent an identifiable unified approach, lies less in the attitude to language that the two techniques represent than in the essential difference in methodology characteristic as the predicted language item syllabus — whether this is expressed in structural or notional terms — as opposed to task-orientated learning.

The former, through having no specified task relevance, has to rely upon inventing teaching techniques which are extrinsically motivating as a result of the entertainment value of the devices used.

The latter, by definition has no such problem; it is difficult, for example, to conceive of an EAP course which is not on study skills in English.

Authentic texts can be used as stimulus for discrete skills of the type involving different modes of information transfer. The information contained in the text as reading of listening passage can be transferred to the written mode as in report-writing or to the oral mode in 'lectures' through the mediation of note-taking.

In order successfully to stimulate the art of taking notes in the lecture situation it is precisely the redundancy and richness of textual rhetorical clues provided by authentic discourse that is the point of the exercise.

It has also proved possible to use authentic texts to provide the content of sessions intended to practice seminar strategies. Obviously the presentation of lectures based upon the subject matter of the text will give students the opportunity to practice such techniques as interrupting, time-gaining, floor-keeping, clarifying etc.

By dividing the class into groups and giving them different texts or different parts of the same text upon which to work with the instruction that they will have orally to convey the 'gist' of the passage to the other members of the class, a situation is created in which there is a real communicative need for these verbal strategies.

Any passage in which the information can prove suitable for this purpose, each group having to communicate the content of one or more sections to the other members of the class.

It is also possible to manipulate the access different groups of students have to the information contained in a series of texts in order to set up a problem solving situation based upon the sharing of relevant knowledge.

Such techniques approach a full study skills simulation where students are given either individual research projects or a cooperative case study integrating different disciplines. In either case the full range of study skills will be required. The task of the teacher will be to monitor the efficiency of the skill techniques, to identify language problems as they arise and to prescribe remedial work where necessary.

It is difficult to see how such task-orientated activities could be successfully encouraged by anything other than authentic materials and as a result a greater degree of authenticity in classroom discourse is to be expected.

Classroom organization.

It is clear, however, that one consequence of the use of authentic materials in this manner is that the teacher is no longer the undisputed authority on the text and must acknowledge the student's expertise in the subject. As a result, the teacher must adjust his role to meet the changed relations obtaining between teacher, student and text.

Even in the case of a lesson orientated towards structural learning and where the teachers' role will most closely resemble the orthodox one, it is quite possible, as mentioned earlier, that it will be the students rather than the teacher who set the objective for the lesson.

In classes devoted to a direct attack on the comprehension of a text the responsibility will be more evenly shared between teacher and student; the teacher's role will be an advisory one, that of, in effect, a linguistic consultant called in by the students to elucidate difficult points.

We are thus suggesting that the emphasis has to be placed on student's situations where the focus is upon *learning* strategies rather than *teaching* technique and ultimately the student is responsible, and rightly so, for his own progress.

The student, for his part, must appreciate that the teacher is dependent upon him for the evaluation of difficulties and must be prepared to participate in a higher level of cooperative activity than is normally the case.

Such an acceptance of his own responsibility is essential if he is ever to settle into further study in this country but by no means easy for students whose experience derives from several years of authoritarian classroom methodologies.

We have often found that this is most effectively done in the context of field work. Group work also clearly has an important function. It allows for differential pacing within a class which can be vital when authentic materials are used.

It permits the differential handling of language problems; it obliges the students to discuss their problems and then fosters a high level of cooperative activity in their approach to a text: this turns the lack of homogeneity in terms of linguistic level to advantage and permits the integration of students or widely differing achievement.

At the same time, grouping within the class allows for different selections of material for different groups both to stimulate communication and to increase the degree of specialization.

A parting shot-in the ARM: or Resources for Courses.

We have argued that ARMS represent a more practical alternative — certainly they are readily and cheaply available in all subjects at different levels — to the expense and time involved in creating specially written materials which tend to suffer from the defects discussed in the first part of this paper and in any case are an unrealistic solution when faced with an immediate but short-term need.

The course materials could then become less an ESP textbook in the accepted sense rather than a set of resource material together with procedural guidelines for their exploitation. These we are building up as a teachers report in note form on the manner in which they have used authentic texts.

Most ESP materials are an attempt to insert a specific subject content into an EFL framework. This attempt, we suggest, has doubtful validity. We attempt to tackle the problem from the opposite viewpoint, that of accepting the subject matter and the modes of behavior appropriate to it and adapting or developing our exploitation or techniques.

MATERIALS SELECTION AND DEVELOPMENT

The materials you teach should be chosen primarily for their relevance to the content area. You may select them from authentic materials used in content-area instruction or from commercial materials. Developing materials is time and energy consuming, so you should take advantage of any materials which are already available for your use.

Choosing the material.

When choosing texts for use in the language classroom, your goal is to select passages that challenge the students without being too difficult. If you want to determine in advance whether a particular text will be too difficult for your students, you can use the following procedure to find out whether your students will be able to understand it.

This exercise should not be overdone use it to check a few passages you plan to use and then use those as general guidelines for selection of other texts.

Following is a procedure for construction of a cloze passage to check reading level and difficulty. Such a passage is easily made and easily scored. Follow these steps:

1. Choose a passage of approximately 250 words from the text you are considering for use in the classroom.
2. Reproduce the 200 words on a mimeo worksheet, deleting every 5th word and replacing it with a blank. (Use 50 blanks for an easy percentage calculation when you correct them.) Note that names and numbers should be skipped when they come up as potential blanks, and the next word chosen.
3. Number the blanks for easy scoring. If you provide an answer sheet, students will not need to write on the exercise itself and you will be able to re-use it.
4. Stress to the students that this is not a test. Tell them you are determining whether the material is at the right level of difficulty for them to read. Ask them to read the passage and write an appropriate word in each blank. Do not time the test; give students ample time to complete it.

Evaluating the results:

1. For ease and speed in correcting the papers, accept as correct answers only those words from the original text which were deleted- Students may provide synonyms which are appropriate, but accepting these will not help you decide if the reading selection is appropriate for the whole class. (Looking at such answers may help you when working with students individually or as they work together in learning situations.)

2. Compute the average score of the whole class's performance. Second language students will not be able to fill in more than 60-70% of even easy material.

Evaluate the results according to these guidelines:

If the class's average score is greater than 53% (independent reading level), they can probably read the story on their own or at home.

If the average score is less than 43% (frustration level) it is too difficult even for classwork.

The ideal is to get a set of scores for all students which is greater than 43% and less than 53%. This material can then be used for instructional purposes.

Selecting Materials.

Look at potential materials in terms of their comprehensibility to the students. In order to judge complexity, look at the following features:

1. Length: shorter texts will be easier to read, in general, than longer texts.
2. Internal complexity: texts made up of simple sentences will generally be easier to read than texts which contain many complex constructions.
3. Density of new information: texts whose content is already somewhat familiar to students will be easier to read than those with unfamiliar content.
4. Presence of supportive graphics: Pictures, charts, and other graphics provide context and make reading easier.
5. Organizational pattern: texts which follow a chronological or logical progression in the sequence of events or actions are more likely to be understood.
6. Degree of abstraction: texts that provide a concrete discussion of events rather than analysis or speculation will be clearer.

If passages are complex and dense, they should be short so that they can be read intensively. But students also need practice in developing their reading speed, and to do this they need to read longer selections as well.

Passages which follow a chronological order or provide clear description can be long and still be accessible to the students. Supportive graphics are particularly important. Select texts which present a concept clearly through visual or graphic examples. Visual aids contribute much to the comprehensibility of a reading passage.

Other aspects of texts which affect their readability are the relevance of the topic to the students' interests, the task students are asked to do with the material, and the cultural context of the reading. Material which is not apparently relevant will be more difficult for students to comprehend.

Texts should also be assessed to ensure that they are not so culture-bound as to be incomprehensible to learners from other cultures. The cultural context is crucial because materials whose cultural content the students find objectionable will not only be incomprehensible, but may in some cases also alienate them.

Students do not have to understand every part of every reading passage they work from. You can use materials from which students can gain some skill or insight, even if total comprehensibility is not achieved. Students will accept this if they are told that they are reading a particular text for specific information or for a particular purpose; for example, if students are asked to scan an article to find

the answer to questions you give them. The text can then later be "recycled" at a higher level as the students gain in proficiency.

Developing your own material.

Developing appropriate materials takes lots of time and effort, but the end product is usually something that meets the specific needs of your students better than commercial materials. You will probably have a good collection of materials you have prepared yourself by the end of your course.

You can ensure that other Volunteers who follow you in your position will be able to make good use of your work if you label each exercise and organize your materials in a way which will be clear to someone new coming into your job.

Send copies of the materials you develop to ICE so that they can review them for possible publication. In this way materials with wider applicability can be made available to other Volunteers teaching ESP in the same content area.

This Manual stresses the use of authentic subject area reading texts as the core for your instructional units. If you are unable to find texts at a reading level appropriate for your students, you may consider simplifying or adapting more difficult materials.

Such a process should be undertaken with caution, however. Studies have shown that when material is simplified, it often becomes more difficult to understand. Features which contribute to comprehensibility are unintentionally eliminated by the native speaker who attempts to simplify a text. The relationships between sentences may become unclear, or natural redundancy may be eliminated. The coherence of the passage may suffer.

If you cannot find texts at the right level of difficulty for your students, however, the following guidelines can help you to adapt texts for students with low-level skills.

First, start with an original text which expresses an idea or presents some information that you want your students to know. Reduce this text to a list of separate points. Then recombine these points, using maximum redundancy and clarity.

For example:

Figure 11 is an article from TIME magazine with content interesting to a science class. Some main points were selected from the article:

1. A massive object has been discovered in space.
2. The object was discovered when physicists realized that what appeared to be two quasars was actually the same quasar.

3. The light from the quasars is diverted by the intense gravitational field of the object in space.

The important point here is that instead of starting with a complex text and simplifying it, you should start with the ideas that are important and compose a text yourself. In this way the features of natural language will be best preserved.

Often authentic materials can be used in ESP classrooms without simplification, especially if the students' reading ability is at a higher level than their other skills, as is learning the case. Some commercial publishers use authentic reading passages their texts, glossing words that students may not know.

If you select reading passages from subject area texts or articles, you will have to develop your own reading comprehension activities to accompany them. The type of questions you ask depends, first, on whether the students are reading intensively or extensively.

Questions for intensive reading first ask about concrete information and general ideas. In both types of reading, questions should be asked about the author's point of view or the student's own opinion of what was said. In extensive reading, check only comprehension of important points in the story, not minor details.

Following are some types of comprehension questions:

- 1) Questions which refer to persons, identification of place, etc. Example: What are some American products that are recognized for their high quality? (Answer: commercial aircraft, tractors, sheets, plastics, chemicals, machine tools.)
- 2) Finding sentences or words that are redundant (that express the same meaning). Example: Find three words in paragraph five that have the same meaning as the word "company." (Answer: pacesetters, industries, makers.)
- 3) Making a list of words which belong to the same category. Example: Find several words in the article which are used to describe high quality. (Answer: long-wearing, stronger, purer, flawless, etc.)
- 4) Questions which ask what is being referred to in the text when a reference is made to some other part of the text. Example: What does "the word" in the first sentence of paragraph six refer to? (Answer: quality.)
- 5) Find and underline the sentence or sentences which express the main idea of the passage. (Answer: The first sentence of paragraphs two and three.)
- 6) Outlining. Initially, you can prepare a skeleton outline for the students to fill in. Eventually, they can prepare their own. The outline should be designed to reveal discourse organization features; that is, how the author has organized the material. Focus on transitions and other words used to structure the material. The outline

should reveal the intent of the writer, and what and where new information is introduced.

7) With texts that are chronologically organized or which describe a process, students can be given a scrambled version to reorder.

8) Students can be asked to make a sketch of something which is described in the text.

9) Students can be asked to summarize the text, including showing how the author perceives and addresses the audience.

10) Students can be asked to give an opinion of the text.

Using commercial materials

Because you will probably be unable to order class sets of books for your students, the commercial materials you do have available will be useful to you more as resources than as text-books. You will be able to select those activities and exercises which are relevant to your students' needs.

Readily available textbooks vs. tailor-made materials.

The decision on whether to use a readily available textbook or tailor-made materials is primarily based on the learners' subject area. If their subject area is more general, the likelihood of finding suitable published materials is much higher.

Accordingly, ESP teachers will most often select suitable materials from existing printed materials. In the case of more specific subject areas, the most widely accepted view is that ESP teachers should also first "question whether the learners' needs are significantly different from those of other groups" and, if possible, select from existing printed materials and resort to writing materials "when all other possibilities of providing materials have been exhausted".

The findings of research conducted by Djurik and Jurkovic (2008), in Slovenia indicate that another decisive factor in materials selection or writing is the institution's view on materials writing.

If the institution encourages teachers to develop tailor-made materials and if there are several teachers of foreign languages for specific purposes, the institutions are more likely to provide their students with tailor-made materials.

These writers also point out that the number of tailor-made materials for LSP in Slovenian higher education institutions is relatively high, due mainly to the fact that teachers here strive to cater for the specific needs of the professional language they teach.

To meet this end, they either adapt commercial textbooks to the specific needs of the specific subject area and to the level of students' language knowledge or prepare in-house materials if no suitable printed materials are available in the market.

If a teacher resorts to using a readily available textbook, the selection of structures, vocabulary, skills, functions, and so on is conditioned by the textbook to a large extent and can be extended into other areas teachers find relevant to their students.

Tailor-made materials, on the other hand, provide the teacher with the opportunity to decide on combinations of vocabulary, functions and structures and to develop.

Slovenia materials that will introduce most relevant vocabulary and related functions and structures. A final but significant factor is that psychologically a textbook represents something concrete and thus gives a measure of progress and achievement throughout the course.

Consequently, when designing materials teachers should bear this in mind and prepare materials that present a logical whole and in which the sequence of units is logical and enables the students to see and evaluate their progress.

Although learners can undoubtedly learn most of the needed skills, functions and to a great extent also general terminology from general business textbooks, they will undoubtedly gain even more when using tailor-made materials or a combination of a general business textbook and tailor-made materials because these two options are more likely to provide them with directly applicable knowledge.

Tailor-made materials Tailor-made materials will provide students with activities that suit the specific needs of their future or current jobs: “In-house produced material is extremely valuable as it is inevitably more precisely geared to the needs of students than published material”.

When determining what tasks to include in ESP materials, teachers should thus above all strive to select and/or design tasks that will simulate the learner’s real-life business situations as closely as possible.

No matter how good these materials are, they should leave some room for flexibility and give the teacher the opportunity to respond to the needs of individual learners.

At the same time they should encourage students to share their thoughts and experience because both pre-experience and certainly job experienced students are highly motivated to do so.

When designing tailor-made materials, teachers can rely on some general considerations that can also be used when deciding on the appropriate textbook.

Some of the most important considerations are as follows:

- The length of the course;
- The target audience of the course;
- The appropriate structural grading: students should be taught what they need to know “in the right order with the right priorities”;
- The vocabulary should be useful and in current use;
- The appropriate idiomatic English;
- The materials should be “visually alive” and “well presented”.

ESP Materials Selection

Some teachers may use the same ESP material for different classes ignoring the variation among different classrooms. Also, some of them may use the same material in all lectures. In this situation, students will get bored and may hate this class.

That is why appropriate ESP materials selection would be important and can play a crucial role in ESP lesson planning. Ellis and Johnson (1994) distinguish between two levels of materials selection.

The first one occurs at the beginning of the course when teachers suggest their course books and materials. The second level occurs when the teacher is going to select items from the chosen course book.

Authenticity texts are very important in showing real language use though it is sometimes difficult to find appropriate ones. In fact, most teachers prefer to use them. "Authentic material is any kind of material taken from the real world and not specifically created for the purpose of language teaching." (Ellis and Johnson, *ibid*, p.157).

Authentic materials are those taken as they are in the original or natural sources. "It has been traditionally supposed that the language presented to learners should be simplified in some way for easy access and acquisition. Nowadays there are recommendations that the language presented should be authentic." (Widdowson, 1990, p.67)

Many people prefer such classroom resources because of their natural language use and explanations, as stated in Longman Dictionary of Language Teaching and Applied Linguistics. In language teaching, the use of materials that were not originally developed for pedagogical purposes, such as the use of magazines, newspapers, advertisements, news reports, or songs.

Such materials are often thought to contain more realistic and natural examples of language use than those found in textbooks and other specially developed teaching materials.

On the one hand, using authentic materials is very helpful because they have a positive impact on learners' motivation, satisfy learners' needs, and supply authentic cultural information and exposure to real language. On the other hand, using authentic materials may contain difficult language, difficult vocabulary items and complex language structures as they can be too culturally.

Some interesting texts may go beyond students' level and current abilities. This would not make problems only for students, it may also struggle teachers. Simplified materials are materials used by teachers to facilitate the learning process. When using authentic materials may not be very helpful and it is difficult for students to understand them since the language and the use of words

may be highly complex, thus, the use of simplified ones would be the solution. Simplified materials use understandable language, provide clear objectives, and focus on specific items of the lecture.

Criteria for ESP Materials Selection

It seems that most, if not all, ESP lessons include the use of an ESP material or series of materials. Not all students enjoy them and not all lessons provide appropriate ESP materials selection. There is no rule for selecting or adapting them but some said that following specific criteria may make it easier for them.

Paul (1996) proposes a division of the lesson into two parts: educational and fun sections. Selecting materials for ESP students does not resemble the same as selecting for general English students which need only print, audio, and video materials as Ellis and Johnson point out.

For ESP teachers, the selection extends the use of what is available. Sometimes, they need to adapt or look for over the shelf materials in order to help ESP students achieve their aims.

When doing so, they need to respect certain criteria. Ellis and Johnson explain the criteria for selecting ESP materials: types of learners and their language level, relevance, learners' age and cultural background, and appropriateness of methodology or style.

Moreover, they emphasize the distinction between different types of learners and their language level; pre-experience learners and job-experienced learners. Relevance of language and skills is the second key element that must be respected when selecting materials. Another important criterion is to respect learners' age and cultural background.

In other words, types of activities differ among groups of different age, background knowledge and cultural features. The last element is the appropriateness of methodology or style for learners. In other words, "the trainer should experiment to find out an approach to use with a particular group and then select activities accordingly".

Wallace (1992) suggests the following criteria when selecting ESP materials.

- Adequacy: the selected materials should contain appropriate language and information about the course.
- Motivation: They should present interesting content in order to help students be active and work hard in order to understand better. This criterion should be respected in order to make students' work more effective.

- **Sequence:** It is important to have materials that are related to the lecture. There must be a relation to previous texts, activities, topics not to miss the sense of a lesson.
- **Diversity:** The selected material should lead to a range of classroom activities, be a vehicle for teaching specific language structure and vocabulary, and promote strategies.
- **Acceptability:** It should contain acceptable cultural customs and language.

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